



**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018**

NOGA ID

Authorizing legislation

**General Appropriations Act, Rider 41, 85th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division  
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Application stamp-in date and time

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Grant period from

**Pathway 1 and 2: January 1, 2019 - May 31, 2021**  
**Pathway 3 : January 1, 2019 - June 30, 2020**

☒ Pre-award costs are not permitted.

**Required Attachments**

*Pathway specific attachment*

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**


Organization  CDN  Vendor ID  ESC  DUNS   
Address  City  ZIP  Phone   
Primary Contact  Email  Phone   
Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name  Title   
Email  Phone   
Signature  Date

Grant Writer Name  Signature  Date

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is **not** an employee of the applicant organization.

**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Expand current system for providing our students with dual credits.	Manor ISD (MISD) will seek additional IHE (Institutions of Higher Education) MOUs to provide our students with additional locations to gain dual credits. MISD will seek to find teachers who current meet and/or will seek the graduate hours needed to allow them to be dual credit teachers.
Develop current paraprofessionals into certified teachers so that we can develop of pool of highly qualified instructional staff members who have greater ties to the community to 'grow our own.'	MISD will working with para's who have 2+ years of college to help them finish their undergraduate degree and provide a year long internship that will allow them to retain MISD employment while completing the certification.
Provide systems for current MISD students to obtain the 'teacher endorsement' to allow them to seek to become certified teachers upon receiving the undergraduate degree	MISD will seek a dual credit system and promote Texas Association of Future Educators (TAFE) club formation to promote the goal of increasing the number of students who obtain dual credits / endorsements that lead to them becoming certified teachers in Texas

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

MISD will have 1 current teacher who have the certifications/graduate hours to teach dual credit courses by the end of the 2020/21 school year and 2 others who lead TAFE by the end of the 2019/20 school year. These 2 others teachers may have or obtain the graduate hours to also provide dual credit by the end of the 2020/21 school year. MISD will recruit 7 paraprofessional who will complete the undergraduate students by the 2020/21 school year and be hired for a one year internship for the 2021/22 school year to complete their certification process. If possible a current paraprofessional can complete undergraduate course work by the end of the 2019/20 school year, they will be employed in the 2020/21 in one year internship to become a certified teacher.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

- 1) MISD certified staff and paraprofessional are informed and recruited for the program
- 2) Additional MOUs with IHEs will be obtained for dual credit courses, training of staff, and system established to have MISD staff specific courses
- 3) If needed a lottery will be held to determine the staff members who receive the slots in the two programs
- 4) MISD Development Office will seek other resources for staff not selected in the lottery to extend the numbers of persons in the over program to leverage resources
- 5) MISD staff will start the TAFE group with goal of developing PGP (Personal Graduation Plan) for students that include the teaching endorsement

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

- 1) Development office staff will collect the grades and other measures of progress to determine that the staff in the two programs are making timely progress in meeting their respective outcomes to be able to meet the goals of grant
- 2) Development office will continue to link this program to other resource to leverage funds and develop more staff
- 3) Campus leadership will develop systems that both types of staff can expand their duties in a manner that reflects the training they are receiving and use the Professional Learning Community (PCL) system to extend the staff learning
- 4) Data from the program concerning student academic and other outcomes will be collected to show number coming to TAFE meetings and if the academic/SEL - Social Emotional Learning - of the students in classes with the staff are increasing
- 5) Any staff who dropped out will be replaced

**Third-Quarter Benchmark**

- 1) Development office staff will collect the grades and other measures of progress to determine that the staff in the two programs are making timely progress in meeting their respective outcomes to be able to meet the goals of grant
- 2) Development office will continue to link this program to other resource to leverage funds and develop more staff
- 3) Campus leadership will develop systems that both types of staff can expand their duties in a manner that reflects the training they are receiving and use the Professional Learning Community (PCL) system to extend the staff learning
- 4) Data collection will be focused to the inclusion in the CIP - Campus Improvement Plan - so that the positive aspects of the program can be sustained
- 5) Development office will begin to prepare reports for TEA and assure that the funds in the program are being spent in timely manner to meet the goals of the program.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The program will link senior MISD staff to the two groups of MISD staff students at the IHEs. The major determining data will be the progress in obtaining college credits to graduate from their respective programs. The senior staff will monitor the development of PCLs and aid in the studies that will extend the IHE work to MISD culture of wanting to be able to 'grow our own' in several fields and for even MISD students. We want to make MISD a destination district where people will want to move to our community because of the progress of the ISD. MISD being one of the eight selected System of Great Schools by the governor and TEA allows us a way to disseminate information about the program that will help other ISDs develop similar programs. The evaluation methods that MISD is putting in place is allow ways to use data to drive programs in a better manner. We will use the obtaining of graduation credits as the major indicator of staff success in meeting the PGP requirements to meet grant goals in timely manner. Staff who are having issues meeting requirement will be given extra non-IHE support through the MISD PLCs to learn the material in more effective manner. The system will provide study groups for certification testing so that we can help the paras in having another system to meet this 'end' requirement. We will bring MISD senior and other staff into the PLCs in the last two semesters of the program so that the staff in the program have greater access to people who have already met the state requirements for the positions that they wish to hold. The IHEs staff will work with the Master's program staff to help them understand their role in the teaching of dual credit classes and the IHE requirements to be teacher of record. We will look at each staff member's progress using at least the mid-term IHE grading. While not as quick a system as we would use with MISD students; these staff members are making a major life change so we believe that they will seek help on their own if various support systems are built into our program. The measure of the high school programs on support the educational field career will be done by the number of students in this club, number of student in the education CTE course of study, and the number of student enrolled in post-secondary IHE program for education. These data will be use for the CIP/DIP so that culture of MISD can be changed and the program of 'growing our own' can be sustained in some form. The CTE educational program and ongoing outreach to community funders to find other funding sources for the staff programs will be based on the pilot information that we gain from the funding of this program.



**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

**ALL PATHWAYS - The applicant assures the following:**

Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be

- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

**PATHWAY 1- The applicant assures the following:**

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

**PATHWAY 2- The applicant assures the following:**

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

**PATHWAY 3- The applicant assures the following:**

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

**Statutory/Program Requirements**

**PATHWAY ONE:** Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application**

The Texas Association of Future Educators (TAFE) is a co-curricular statewide non-profit (501 c3) student organization created to allow young men and women an opportunity to explore the teaching profession. The organization was created in 1984 to provide the best and brightest high school and middle school students in Texas with the necessary knowledge to make informed decisions about pursuing careers in education. TAFE is sponsored by the Texas Association of Secondary School Principals and is governed by a board of directors comprised of teachers, students and principals. TAFE is now a recognized Career and Technical Student Organization (like FFA, DECA and FCCLA). TAFE is one of the nine Career and Technical Student Organization (CTSO) recognized by the Texas Education Agency. TAFE is proud to be the newest CTSO recognized in Texas. This recognition allows districts to use federal Career and Technical Education funding to support student. MISD will select the head of the program and future teachers of these courses by having principals and the CTE Director suggestions. These suggestions will be from instructional staff who have shown that they are accomplished at having student who pass STAAR and other CCMR measures of student success. Further, on SEL-type measures, teacher who 'connect well' with students will be sought. Last, because of the 92% minority student population at MISD, we will give preference to staff who 'look like' our students.

MISD developing participation in TAFE will give our students who wish to consider the teaching endorsement the opportunity to work with other students in tutoring roles, to hear from experienced teachers, to learn what it takes to be a teacher, etc. Let them know what is available in the educational field - elementary, secondary, college, coaching, counseling, special education, gifted, administration, bilingual, library science, etc. TAFE encourages students to learn about careers in education and assists them in exploring the teaching profession while promoting character service, and leadership skill necessary for becoming effective teachers.

We will use the seven TAFE goals/project areas to promote teaching as a CTE profession - Teaching/Classroom Participation Projects, Participation Projects, Recreational Projects, Teacher Appreciation Projects, Fund Raising Projects, Leadership Projects, Educational Awareness Projects, and Service Projects. TRAFLES is the framework TAFE uses to insure every Chapter has a well-rounded, successful program for future educators.

- Teaching/Training: Tutor and become a positive influence to younger children.
- Recreation: Have fun with others who have similar career goals and make lifelong friends.
- Appreciation: Join in teacher appreciation activities to make a difference.
- Fundraising: Work together with your peers to raise funds to support the projects in which the local organization participates.
- Leadership: Develop leadership characteristics.
- Educational Awareness: Learn about educational issues and/or methodologies.
- Service: Connect with the community by addressing the needs of others.

All of these project areas are designed to increase students understanding of what it is like to be a teacher and the various positions that they can have at a school. The TAFE convention is another way of exposing our MISD students to the greater roles that can be done within an ISD.

MISD will form TAFE groups at the two campuses so that our students will have another place to learn leadership and related skills. Our student will be able to explore a CCR field that they might not be considering but may have been one of the first jobs that they ever thought they would be. This will allow MISD students to see that keeping their options open and "learning" transferable life skills is one of the ways that they can have post-secondary career success.

The staff member(s) will have the same 3-year commitment to remain at MISD and the paraprofessionals. This will assure that the program is sustained. The CIP/DIP will be updated to reflect the development of this CTE Endorsement. These staff members will also be included in the leadership teams at their respective campuses so that we can extend the PCL system to build the pool of campus/district leaders from staff receiving this training.

**Statutory/Program Requirements**

**PATHWAY TWO:** Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application**

The MOU will contain language that describes how the staff member agrees to work for MISD for at least 3 years after completing the Bachelor's program and will work with the various student and other MISD groups to show their commitment to become certified teachers. The MOU is in the form of promissory note that they agree to refund MISD the funds given to them to obtain their Bachelor's if they choose to leave before the three-year period. This is being done so that MISD would have funds to fund other staff members' Bachelor's so that the goals of the grant are met. This will also be done if a person does not complete their Bachelor's in the agreed upon time frame.

MISD student body has the following make up from the 2016/17 TAPR Report: Totals Enroll 8,834 - 20.8% African American, 65.2% Hispanic, 7.8% White, 0.2% American Indian, 3.7% Asian; 76.6% Economically Disadvantaged, 38.3% English Language Learners, 73.9% At-risk, & 8.2% Special Education students. The students' score below the state average on STAAR and End of Course tests. There are sub-group gaps in measured performance with minority students scoring lower than White students. We believe that increasing of local teachers with content Master's and the paras being teachers will increase the numbers of staff that 'look like our students' thus raising general expectations for all our students.

MISD in cycle 1 and this cycle has placed fliers in all the building and is seeking paraprofessionals who have either Associate degree or enough hours in their current program to be qualified to do a 1-year internship at MISD by the end of the 2020/21 school year (internship 2021/22). This will allow us to develop the maximum number of staff with a connection to Manor and who wish to serve students with special needs or from traditionally underrepresented groups. MISD will develop a pool of paras to be selected for the program. Weights will be given to bi-lingual, minority, staff with extended service to MISD, and outcomes from their current post-secondary educational activities to assure that they can meet the graduation requirements of this grant. From these factor weighting a lottery will be done to select the staff if their are more qualified current staff than can be done by this grant. Principals and supervisors will be asked to provide written recommendations for this lottery. The Development Office will seek additional resources to be leveraged to train staff outside of this grant's funding so that we can increase the number of highly qualified teachers to better meet the needs of our students.

The paras in this program will be included in the campus leadership teams to increase their understanding of the day-to-day operations of the build and how changing in the systems can promote increased student outcomes. The PLC system will include these staff for similar reasons. Also, paras not selected for the program will be asked if they would like to be included in the PLC so that if other funding is obtained they can move into the program without any delay.

MISD, through the DIP, is committed to seek additional resources to sustain this system and increase the numbers of paraprofessional (and Master's level dual credit teachers) who become certified teachers in high needs areas. We see this as a method to solve our need to have a better ELL system of instruction, have staff who choose to work with special needs students, and build a system of CCMR CTE endorsements that promote every student at MISD have at least 12 hours of dual credits before they graduate from MISD. We currently are developing programs that will allow some of our student to earn both their diploma and Associate Degree. A DIP goal is to extend this system to other career pathways. We will use the two pathways to promote that MISD is a place that is a "grow your own" community that want to hire our former students when they graduate. This model is coming from the Industry Cluster grant and ECHS systems that are both designed to show students and their families how MISD is building systems that results in CCMR programs that have real world benefits. This program is one of the ways that we believe that we can make our vision of 'Destination Manor: A Place of Life Long Learning for ALL!' a reality.

**Pathway Selection and Participation**

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

**PATHWAY ONE**☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text"/>	X \$11,000 =	<input type="text"/>
Number of teachers who are teaching Education and Training courses, but not for dual credit	<input type="text" value="1"/>	X \$5,500 =	<input type="text" value="5,500"/>
Number of high schools with existing Education and Training courses in 2018-2019	<input type="text"/>	X \$6,000 =	<input type="text"/>
Number of high schools without existing Education and Training courses in 2018-2019	<input type="text" value="2"/>	X \$9,000 =	<input type="text" value="18,000"/>
<b>Total Request for Pathway 1</b>			<input type="text" value="23,500"/>

**PATHWAY TWO**☒ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	<input type="text"/>	X \$5,500 =	<input type="text"/>
Number of candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="9"/>	X \$11,000 =	<input type="text" value="99,000"/>
Request for Pathway 2			<input type="text" value="99,000"/>
Request for Pathway 1			<input type="text" value="23,500"/>
<b>Total Combined Request for Pathways 1 &amp; 2</b>			<input type="text" value="122,500"/>

**PATHWAY THREE**☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment	<input type="text"/>	X \$22,000 =	<input type="text"/>
Number of candidates participating in an intensive pre-training service program	<input type="text"/>	X \$5,500 =	<input type="text"/>
<b>Total Request for Pathway 3</b>			<input type="text"/>



**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

Stipends to staff members in the 'grow your own' program	75,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

PLC and other contracted services for the effective operations of the 'grow your own' program	7,500

**SUPPLIES AND MATERIALS (6300)**

PLC materials and IHE books	5,000
General instructional materials to allow items learned in PLC to be done	7,500
Integrated multi-media presentational system with content extenders linked to PLC system	10,500

**OTHER OPERATING COSTS (6400)**

Staff Development conferences in state	8,000
Mid-Winter for presentations	4,000

Total Direct Costs 117,500

Should match amount of Total Request from page 8 of this application

**Indirect Costs**

5,000

**TOTAL AMOUNT REQUESTED**

122,500

Total Direct Costs plus Indirect Costs



**Grow Your Own Grant  
Pathways 1 and 2 Grow Your Own Program Attachment**

**Pathway 1: Teacher Stipend to Support Education and Training Course Implementation**

**Program Participants:** Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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**Question 1: Implementation and Growth of the Education and Training Courses.** Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Manor ISD is supporting the grow of our students entering the teaching profession by promoting knowledge of TAFE (Texas Association of Future Educators). TAFE is one of the nine Career and Technical Student Organization (CTSO) recognized by the Texas Education Agency. The forming of this group at MISD will allow students who are focusing their CCMR (College, Career, & Military Readiness) pathway into the educational fields to have more real-world experiences to help them understand the range of positions in the profession and determine their personal career match. This will allow our students to have experiences that will support this career choice. Counseling is provided, in age appropriate manners, to all our students.

Since MISD is establishing TAFE in the 2019/20 school year the initial plan is to form a TAFE after-school club to develop student interest in the career field. This will allow MISD to build a core group of students to develop the CTE-type (Career & Technology Education) courses that will allow students to develop endorsement in the teaching-field. The CTE Director will use the CIP (Campus Improvement Plan) process in the summer of 2020 to determine the system that will be used to use the other Austin Community College (ACC) courses and programs to develop this endorsement and the set of courses. This will allow the system of providing MISD students with the CCMR endorsement to focus their career in the educational field.

MISD is engaging in general CIP/DIP/5-year Strategic Plan to improve the quality of the staff, professional development, and educational outcomes for our stakeholders. This planning is aligned with the District of Innovation and System of Great Schools programs that MISD is a part. The linkage of the educational training CTE endorsement systems is designed to increase the overall quality of the staff at MISD. Further, the use of the Grow Your Own (GYO) concept will allow MISD to move paraprofessional staff members into teaching roles and develop current instructional staff to the point that they can provide the dual-credit classes for our students. This will provide the frame work, with MISD ongoing professional development, to raise the overall quality of the staff members by increasing professional development of instructional staff and moving paraprofessionals to full instructional roles. Both of these systems will build the number of highly qualified staff that have a connection to the Manor community. This development of core group of dedicated staff will promote overall standards increases for what is expected of MISD staff.

The measures of student achievement will be done through a combination of classroom, state testing, and their meeting CCMR personal goals. The standard 3-week reporting system (progress & report cards) will be used as the initial measure of students gaining academic skills. This system is linked to the state testing in terms of scope & sequence measures for the TEKS (Texas Essential Knowledge and Skills) determining the items to be taught in specific courses. MISD uses a system of standard assessment testing to determine student outcomes on the TEKS and provides unit data on each teacher's students in obtaining these items. This information is used to develop re-teaching plans for students who did not obtain understanding at the desired level. MISD uses the benchmark system to determine the supports needed by each student to pass these tests. Last, MISD is developing a system to track the post-secondary outcomes for our students to provide more life-long learning outcomes to asset program items.

**Question 2: Student Marketing, Recruitment, and Persistence.** Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

MISD will be building the educational endorsement track over two-year period with the initial phase for the 2019/20 school year being after-school club that will increase the core number of students that in the 2020/21 school year move into CTE endorsement track. The offering of the endorsement will be to all MISD students who have the follow demographics - African American (AA) 20.8%, Hispanic (H) 65.2%, White (W) 7.8%, American Indian 0.2%, and Asian 3.7%; Economically Disadvantaged 76.6%, English Language Learners 38.3%, Students w/ Disciplinary Placements (2015-2016) 2.6%, & At-Risk 73.9%. The students had Average ACT Score of 17.8 with AA at 16.5, H at 17.3, & W at 21.4 which shows gaps; Graduates Enrolled in Texas Institution of Higher Education were 45.3%; Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year 50.7%; College and Career Ready Graduates 76.4%; Attendance Rate 95.4%; and Annual Dropout Rate - Grades 7-8 0.2% & Grades 9-12 1.0%. These data show the general needs for our students and how this program will increase the number and quality of services for our students.

The development of the TAFE after-school system along with the use of the GYO-system to increase the number of instructional staff with connections to Manor will allow us to develop the core systems that will increase MISD student interest in the teaching career field while developing a core of instructional staff who are committed to Manor and have increased their abilities to be effective teachers. The teaching endorsement area will be marketed with the other CCMR programs. This system uses career exploration in the lower grades and during the 8th grade year the CTE Counselor works with the other 8th grade counselors to develop PGP (Personal Graduation Plan) that includes endorsement(s). The students and parents review these plans yearly to determine if the CCMR has changed and if progress is being met to graduate with their age-peers. Any changes to the PGP are made and the student's courses are tracked to assure that they are meeting their goals in timely manner.

The campus leadership through the overall counseling process will provide information on the education field as a clear choice for students. The TAFE program will allow students to have peers that support entering into education as a career field. The linking of the CTE endorsement to allow students to be Teacher's Aides will give our student more examples of the benefits of education as a career pathway. This will provide the pipeline of students entering the educational field that will allow the goals of this grant program to be met.

**Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership.** Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

MISD is partnering with Austin Community College (ACC) to award dual credit to our students. This partnership allows MISD students to be able to obtain an Associate's Degree along with High School Diploma. MISD is further exploring with Texas State Technical College (TSTC) ways to get other dual credits for our students. This will increase the range of courses and expand the IHEs (Institutions of Higher Education) that our students can attend. MISD has a GEAR-UP (GU) grant that the University of Texas (UT) is the final agent. In the 2019/20 school year the cohort of for the GU program the students will be Freshman and we are seeing if these students can receive dual credits from UT during this year.

MISD is using the three pathways - Fine Arts (FA), New Tech STEM (NT), International Baccalaureate (IB) - to seek multi-dual credits courses with IHE partners to allow for multi pathways for student to receive a wider range of subject areas. These three pathways are preK-12 and provide families and students ways to engage in CCMR (College Career Military Readiness) in a systematic way that allows career exploration along with obtaining more focused MISD courses. MISD is building on current IHE relationships by expanding the current ACC/TSTC/UT MOUs and other associations to allow for more students to obtain dual credits in a manner to aligns with their PGP. The having multi-IHEs with multi-pathways for the dual credits will allow our students different methods of obtaining college credits from the IHE that they will be attending in the fall. This will show all of our students that they can 'do' college level work and help us build a college-going culture in Manor. This will allow all our students to develop life-long learning skills that will be required in the new gig-economy where more than 70% of the jobs that they will be earning a living have yet to be created (Crane, 2011). These jobs will require ongoing CCMR development beyond current industry certification and/or degrees. The "growing our own" goals will be met by this reframing of what education means in this changing world.

MISD is using the current partnership (see MOUs) as the framework for developing more IHEs connections. Upon notification of award MISD staff from CTE, Early College High School (ECHS), NT, Manor High School, and Manor Excel Academy will work with central office staff to build other course pathways. This will allow over the summer of 2019 the development of other dual credit courses. In the 2019/20 school year these additional dual credit systems will be piloted to assure that industry certifications / endorsements are met and that credit for awarding degrees will be met and that we are recruiting enough students to the program for it to be viable. Last, we will develop family training systems so that the parents of these students know how to support their children in a manner that allows success and the parents to assume the role of 'first teacher' (Urban Child Institute, 2016).

Current MOUs are attached and MISD will be developing additional over the summer of 2019.

**Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles** *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

**Program Participants:** Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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**Question 4: EPP and LEA Partnership.** Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

The staff members applying for the para-program will submit their general evaluations and supporting documents that shows their abilities connect with student / families, working with other organizations in Manor, and links to Professional Learning Communities (PCL) that include paras'. There will be weighted factors based on each of these items that the senior leadership will develop to assure that the most qualified teachers become the core for MISD's 'grow your own' core of teachers. These paras' ability to take IHEs courses will be another factor in the development of the weighted factors. The principal and lead teachers on a campus will be asked to comment on the applications of the people applying for these 8 slots.

With MISD being 92% non-White students, preference will be given to minority applicants so that our students have role models that 'look like them' to promote more of our students to obtain dual credits, have front-line instructional staff that students know as 'teaching aides' obtaining certification, and providing role models as why considering teaching as professional is a viable CCMR choice. Teachers in the STEM areas and Special Education will be preferred but MISD goal is to have at least one staff member with a content area Master's in all major subject areas so that we will have the ability to provide a wider range of dual credit classes. This staff member will further serve as a role model for the paras obtaining their initial certification and undergraduate degree as what they can do if they continue their education. We will give preference to paras with 3-5 years of experience in the classroom and/or at MISD. This is because these people already have a connection to MISD and can be expected to stay at MISD.

The MOU will contain language that describes how the staff member agrees to work for MISD for at least 3 years after completing the Bachler's program and will work with the various student and other MISD groups to show their commitment to become certified teachers. The MOU is in the form of promissory note that they agree to refund MISD the funds given to them to obtain their Bachler's if they choose to leave before the three-year period. This is being done so that MISD would have funds to fund other staff members' Bachler's so that the goals of the grant are met. This will also be done if a person does not complete their Bachler's in the agreed upon timeframe.

If any of the ten initially selected Bachler's students finish in the first year or drop out of the program; other staff members will be asked if they would like to work towards their Bachler's. This will be done so that the total number of staff members who have the qualifications to teach is maximized. MISD will seek other funding sources to allow these staff members to have funding while they are working on their Bachler's from local sources to develop a 'grow your own' concept for other skill sets at Manor.

The paras will be given by their current teachers the opportunity to 'teach' lessons so that they can apply what they are learning at the IHE in real world setting. The group of paras will have extended professional development offered by central office staff to allow them to obtain the skills to be successful during their one-year internship instead of student teaching. If required for their undergraduate program, these paras will be allowed to attend classes or trainings during the normal school day as required by their degree program. These paras will also engage in the Professional Learning Communities (PLC) as if they were already certified staff members so that they have greater understanding of how PLCs affect student outcomes.

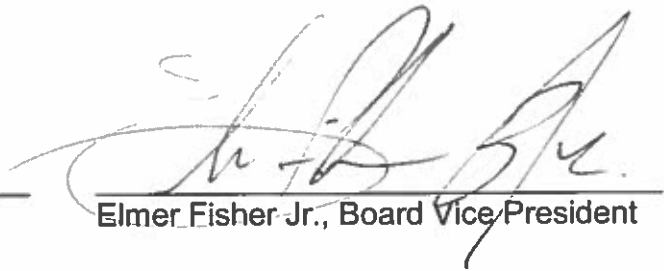


## Grow Your Own - Board Member Personal Support

We, the undersigned, personally support Manor ISD applying for the Grow Your Own Teacher development grant. We are seeking both dual credit qualified teachers and developing paraprofessional to becoming certified teachers for Manor ISD. We believe that the funding of this grant proposal will allow our district to develop a core of highly qualified staff members who will increase the educational outcomes for our students.



Marlin Thomas, Board President



Elmer Fisher Jr., Board Vice President



Ana Cortez, Board Secretary



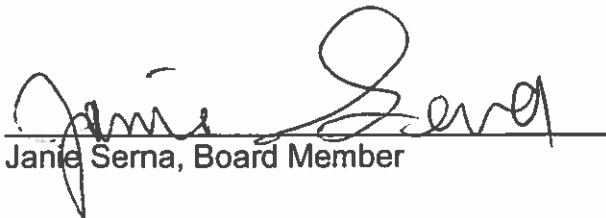
Johnny Velasco, Board Member



John Jonse, Board Member



Monique Celedon, Board Member



Janie Serna, Board Member

**2018-2019**

**COOPERATIVE PROGRAM AGREEMENT**

This Cooperative Program Agreement ("Agreement") is entered into by and between the Contracting Parties shown below.

**1. Contracting Parties:**

The School District ("District")

Manor Independent School District  
10335 U.S. HWY 290E  
Manor, TX 78653

The University: Senior Vice President and Chief Financial Officer Darrell Bazzell  
101 Inner Campus Drive, Suite 102  
Austin, Texas 78712

With a Copy to:

Office of Strategy and Policy  
Texas OnRamps  
2616 Wichita  
Austin, TX 78705  
Attention: Sandra Vasquez  
512-232-6658

**2. Nature of the Cooperative Program**

The University of Texas at Austin, on behalf of the Office of Strategy and Policy, and the Independent School District enter into this agreement to implement OnRamps to offer dual-enrollment courses and high school teacher training and professional learning. OnRamps offers the opportunity for high school students to earn high school credit from their District and the opportunity to earn college credits from The University of Texas at Austin ("Project") through a distance education course.

**3. Agreement Amount**

The amount paid by the District during each contract year to the University will be equal to the costs per student and teacher training needed by the District as set forth in Section 4.2F. The 85<sup>th</sup> Texas Legislature provided state appropriation that reimburses all partnering Districts a portion of the cost per student and teacher training fees for participating in OnRamps. UT Austin will commit additional funds to offset remaining district costs related to students taking OnRamps courses, including professional learning, student enrollments, and lab materials fees, after Texas Education Agency ("TEA") reimbursements.

Districts must pay the costs of lodging, transportation, and teacher substitute costs during the fall and spring professional learning institutes.

#### **4. Program Responsibilities**

Responsibilities to implement OnRamps dual-enrollment distance courses will be shared between the District and UT Austin. A school district entering into a contractual agreement for the delivery of distance education is an active participant in ensuring the effectiveness and quality of the implementation of OnRamps in the District. The funds paid by the District to the Office of Strategy and Policy will cover lodging expenses for the Summer Professional Learning Institute. Payment shall be due and payable, in full, to the University within thirty (30) calendar days from receipt of such invoice. All checks should be made payable to The University of Texas at Austin. Payments should be mailed and/or delivered to:

Attn: Jessica Harbison  
The University of Texas at Austin, Office of Strategy and Policy  
2616 Wichita  
Austin, Texas 78712

#### **4.1. Responsibilities of UT Austin**

##### **Enrollment**

- A. OnRamps will register high school students for OnRamps courses through University Extension at UT Austin using the OnRamps registration system ("OSIS"). In order to officially enroll in OnRamps dual-enrollment distance courses, students must acquire an official, permanent UT EID via the university web site, to provide secure login and password. Once a UT EID has been acquired, students must complete the required registration and enrollment form that will be available during the registration process for high school courses. Information received and stored by OnRamps regarding students enrolled at either Texas Tech University or the University of Texas at Austin is confidential and protected by the Family Educational Rights and Privacy Act.
- B. As part of routine evaluation of educational effectiveness at the University, OnRamps will maintain OnRamps student educational records, including registration, enrollment, orientation and course and course evaluation data for purposes of administering, implementing, and improving the program, and providing official reporting to the University and the District.

##### **Curriculum and Instruction**

- C. UT Austin will provide UT Austin faculty and academic staff to develop and define college-level course materials and curriculum and assume primary responsibility for the oversight of distance education, ensuring rigor and quality. UT Austin faculty are provided at least six months of intensive 1:1 professional development and support to learn how to deliver OnRamps courses through distance education. UT Austin staff provide frequent feedback to UT Austin faculty and academic course staff on implementation and provide support for any needed enhancements or improvements.
- D. Distance Education and High School Courses:
  - a. Provide yearlong, in-depth college readiness experiences for all students, regardless of whether they earn credit from UT Austin;

- b. Provide clear and transparent expectations for postsecondary success in Texas;
  - c. Provide an authentic entry point to university-level learning experiences that expose students to postsecondary versus high school performance expectations;
  - d. Opportunity for students to take responsibility for their own learning; and
  - e. Prominently feature the four pillars of OnRamps: College Content, Innovative Pedagogy, Technology Enhanced Education, and Educator Excellence.
  - f. Provide access and training in all technology used as appropriate to the nature and objectives of courses, including the Canvas Learning Management System ("LMS"), to every OnRamps student, teacher, and UT Austin Faculty member to meet course expectations.
- E. Maintain servers operated by or hosted on UT Austin's web-based Canvas LMS.
  - a. Provide expert online and phone-based technical support for OnRamps teachers, students, and UT Faculty utilizing the curriculum when that support is not provided through Canvas LMS.
  - b. Deliver instructional materials via distance education. All course-related materials will be available from the course website, the Canvas LMS, and/or the UT Austin OnRamps Academic course staff unless otherwise specified.
- F. Administer OnRamps dual-enrollment distance courses. Students enroll in a semester- or year-long course taught by their high school teacher for high school credit. Throughout the semester/year, the high school teacher uses OnRamps curriculum, pedagogy, and online learning tools developed by UT Austin Faculty to teach the high school course. During the course, at designated periods, students may be eligible to enroll in a distance course for college credit.
  - a. Ramp up period: A student must complete a series of required assignments and summative assessments that are designed, designated, and evaluated by the UT Austin Faculty and academic staff. A student must earn a passing grade (D-) determined by the UT Austin Instructor of Record to be eligible to be dual enrolled in the UT Austin distance course. A student who does not meet this eligibility requirement may be determined to be eligible if the student meets the Texas Success Initiative (TSI) requirements for that course. Other appeal processes or criteria for eligibility are determined by individual UT Instructors of Record.
  - b. UT Austin distance course: A student must complete a series of additional required assignments and assessments that are designed, designated, and evaluated by the UT Austin Faculty and academic staff to determine successful completion of the distance course. The UT Austin Instructor of Record evaluates student progress toward predetermined learning goals and student grades based on the college assessments. (Grades for the high school and college courses may differ, as the assignments that determine each grade may differ.)
  - c. UT Austin faculty and academic course staff ensure comparability of distance course to campus-based courses and are approved by Department Chairs and supported by Deans.
- G. All OnRamps dual-enrollment distance courses can be applied to the Texas Core Curriculum courses at UT Austin or have been assigned a TCCN equivalency by UT



Austin to aid in transfer. See Exhibit A for specifics. With the exception of Rhetoric 309K and Math 301, all OnRamps courses are part of the Texas Core Curriculum at UT Austin and are guaranteed to transfer to any state public higher education institution in Texas. Rhetoric 309K has been designated by UT Austin with a TCCN equivalency of 1302, which applies toward the core curriculum at most public institutions in Texas, including UT Austin. A student who is eligible for, and successfully completes, the distance course will have her/his course grade recorded in the Office of the Registrar at UT Austin. A student may request an official copy of her/his transcript from the Registrar at the end of the Spring term for a fee determined by the registrar (\$20.00 as of January 2018). Students may not request electronic transcripts. Each student is advised to check with her/his planned collegiate program, even if she/he plans to attend UT Austin, before registering for an OnRamps course, to determine exact course applicability.

- H. Support documentation of distance course credit. OnRamps will direct students as needed to the process of securing documentation of their participation in OnRamps, including official transcripts and enrollment confirmation letters if they enroll in the undergraduate course, and non-enrollment confirmation letters if they do not enroll in the undergraduate course. Transcripts cost \$20.00 per copy and must be covered by the student.
- I. Deliver professional learning to participating District teachers assigned to teach the OnRamps course in the District.
  - a. A summer professional learning institute for participating District teachers will be held at UT Austin. Each course offered through the OnRamps Program will have an associated summer professional learning institute. The participating District teacher assigned to the course must complete the summer professional learning institute at least once, in its entirety, before teaching their first OnRamps course through the District. If the teacher continues to offer the course in subsequent years, she/he will be required to attend the returning teacher track at the institute. UT Austin will be responsible for the following at the summer institute:
    - i) Scheduling the necessary facilities to conduct the institute;
    - ii) Facilitating lodging, parking, and food for the participants;
    - iii) Conducting the summer institute; and
    - iv) Crediting participating District teachers with professional development hours (Approximately, 80 hours for new teachers and approximately 50 hours for returning teachers).
  - b. Academic year professional learning institutes: One-day professional learning institutes for participating, both new and returning, District teachers, both new and returning, will be held at UT Austin or designated regional sites for specified courses during the fall and spring semesters. District teachers will be required to attend the one-day workshop during each semester in which the teacher delivers an OnRamps course, regardless of whether the course will be offered in the subsequent year.

- J. Provide one or more Course Coordinators. UT Austin will hire and assign a qualified course coordinator for each course. Approved by the Faculty Lead within the sponsoring UT Department (e.g. Computer Science, Mathematics, etc), the coordinator will serve as a content expert and liaison for the high school teacher.
- K. Deliver Partnership Symposiums to participating District and campus administration (Superintendent, Director of Advanced Academics, Campus Administration, Counselors, etc.)
  - a. The goal of the meetings is to inform, collaborate, and advise on key elements that can drive your college readiness solutions. The intent of this consortium is to provide a space and time for administrators, counselors and us to gather and collectively share issues, needs, concerns, solutions and plans in supporting all of your students for Post-Secondary Success.
- L. The Course Coordinator will:
  - a. Conduct or co-conduct the summer professional learning institute;
  - b. Assist the District in implementing OnRamps by providing the necessary training to the high school teacher before and during implementation;
  - c. Provide on-going, one-on-one feedback and guidance to the high school teacher;
  - d. Provide virtual coaching using the OnRamps-approved online coaching medium for each OnRamps high school teacher in the district to use as a Virtual Coaching opportunity to enhance the frequency and immediacy of feedback and guidance to support their implementation and enhance their professional practice;
  - e. Provide pedagogical and technology experience and training in the discipline to UT Austin Faculty Leads and UT Austin Instructor of Records overseeing distance courses.
  - f. Assist the UT Austin Faculty lead and UT Austin Instructor of Record with maintaining the course for students in the District, including electronic distribution of lectures, homework assignments, quizzes, projects and exams to participating teachers and provision of ongoing support in implementing the curriculum.

#### **Institutional Effectiveness**

- M. Provide feedback regarding course implementation to UT Austin Faculty and academic staff, high school teachers, school, and District administration. To ensure OnRamps is implemented and facilitated with quality and fidelity, OnRamps staff will provide updates at the end of the fall and spring semesters and, as needed, throughout the year regarding the status of OnRamps implementation, based on communication with the OnRamps high school teacher and classroom observations.
  - a. OnRamps staff will alert school and district administration of any serious concerns regarding the District or school implementation of the course pertaining to quality and fidelity of implementation. Distance education courses ensures comparability in rigor and quality with UT Austin residential courses. If, after three opportunities, the school or District implementation of OnRamps is deemed unsatisfactory, UT Austin reserves the right to deny the opportunity to offer the OnRamps course in the future and to require a replacement high school teacher.

- b. OnRamps staff will alert school and District administration of any concerns regarding high school teachers ongoing ability or willingness to implement the course with quality and fidelity.
  - c. A UT Austin OnRamps high school teacher deemed by UT Austin to be unsatisfactorily implementing the course will be given three opportunities to bring implementation of the course into alignment with expectations set out by the University through coaching and support of the Course Coordinator, through OnRamps professional development, and ongoing communication. If, however, the high school teacher's implementation of OnRamps continues to be unsatisfactory or no improvement is observed, OnRamps will notify the District, the District will use its best efforts to identify an alternate teacher, and the District will work with UT Austin to continue the course through an alternate teacher. OnRamps reserves the right to deny any teacher the opportunity to offer the course in the future.
  - d. If an OnRamps high school teacher is deemed by UT Austin to not be compatible or the best interest of the program, OnRamps will notify the District, and the District will work with UT Austin to continue the course through an alternate teacher.
  - e. Any employee performing services under this agreement on behalf of the District must also be actively employed by the District and may not be on administrative or medical leave. The District must have on file a successfully passed criminal background check for any employee performing services under this agreement on behalf of the District. If a District becomes aware that an employee performing services does not meet the eligibility requirements listed above, the District Contact must inform their Texas OnRamps Point of Contact within 24 business hours.
- N. Appoint OnRamps high school teachers as UT Austin Affiliates. As a Texas OnRamps Affiliate, high school teachers receive university ID cards, e-mail addresses, library access, Wi-Fi-access on campus, the opportunity to purchase gym passes, and other benefits.
- a. OnRamps high school teachers deemed not compatible or in the best interest of the program will no longer be eligible to serve as an OnRamps high school teacher and no longer affiliated with The University of Texas at Austin.
- O. Initiate and administer the process of sponsoring College and Departmental approval to assign qualified UT Austin Faculty who assume primary responsibility for and exercise oversight of the process.

#### **Student Services**

- P. Provide access and training to the Canvas Learning Management System ("LMS") for every OnRamps student to meet course expectations.
- Q. Provide expert online and phone-based technical support for OnRamps teachers and students utilizing the curriculum when that support is not provided through Canvas LMS.

- R. Provide access to teleconference functions in Canvas with consultants for writing consultation with their University Writing.
- S. Protect students' personal information in accordance with FERPA policies (See Section 6).
- T. Provide adequate procedures for submitting and resolving complaints, grade appeals, information requests, and other inquiries related to participation in OnRamps.
- U. Provide best-in-class technological resources and infrastructure to support implementation of OnRamps distance courses for all district partners, campuses, high school teachers, and students.

#### **4.2. Responsibilities of the District**

The District will:

- A. Implement one or more OnRamps courses.

The District must:

- a. Assign a point of contact at the district level who is responsible for overseeing the implementation of OnRamps high school course and participating in meetings designated for district administration with OnRamps staff.
- b. Follow OnRamps recommendations for effective implementation:
  - i) OnRamps courses do not replace Advanced Placement ("AP") curriculum or prepare students for AP exams. Unless otherwise stated, OnRamps courses and AP courses should be taught as separate sections with separate high school teachers. In the case of RHE 306 and RHE 309K, see subsection A.b.iii.1.
  - ii) Based on the rigor of the course for students and the substantial training required for high school teacher participation, OnRamps firmly recommends weighting of 1.0 for the high school version of the course or similar to that of AP. Not weighting OnRamps courses the same as AP courses may be detrimental to students' college application processes or are as rigorous as AP courses and overseen by UT Austin Faculty.
  - iii) In the case of Reading and Writing the Rhetoric of American Identity, the Department of Rhetoric and Writing:
    - (1) Prohibits the OnRamps course from being offered as an AP English course.
    - (2) Requires a cap of 25 students per section with a limit of two (2) sections per teacher or 60 students in (3) or more sections
- B. Recruit, hire, and compensate a high school teacher with appropriate qualifications to teach the OnRamps course.
  - a. Minimum requirements for new high school teachers include:
    - i) Bachelor's degree in the discipline or a related field;



- ii) One (1) or more years of teaching experience in the relevant course or a higher-level course (e.g. calculus for pre-calculus);
- iii) Completed annual teacher application;
- iv) Successful completion of required tasks before the start of the summer institute. Tasks will be determined and shared by the faculty lead or course coordinator in advance of the summer institute. High School teachers who have been approved on a conditional basis may be required to complete additional tasks. Any high school teacher who does not complete the required pre-institute tasks may not be eligible to attend the institute. If the Districts high school teacher(s) do not complete pre-institute tasks before the start of the required summer institute, the decision to admit or deny such admission and any accompanying conditions will be determined by the UT Austin faculty lead at his or her sole discretion; and
- v) Successful completion of the summer professional learning institute. New OnRamps high school teachers are required to participate in the entire summer institute and complete all assigned work, both pre-institute and during institute. In the event of an emergency, of which OnRamps staff and the teacher's principal are notified, a teacher may make arrangements to make up as much as 20% of the summer professional learning institute and still be eligible to offer the OnRamps course. OnRamps high school teachers who miss more than 20% of the summer professional learning institute, regardless of their reason, will be on probationary status and their approval to serve as an OnRamps high school teacher will be evaluated on a case-by-case basis. See Section D below for additional information. Returning OnRamps high school teachers are expected to participate in all of the required summer institute dates.
- vi) Attendance at and completion of all required monthly virtual conferences, academic year professional learning institutes, and professional development assignments.
- vii) Attendance at the two one-day fall and spring professional learning institutes.
- viii) Review routine communication from OnRamps course staff in weekly newsletters and respond accordingly to routine requests.

**b. Minimum requirements for returning teachers include:**

- i) Successful implementation of OnRamps course during the previous academic year according to the requirements specified under subsection D below;
- ii) Completion of required tasks before the start of the summer institute; and

- iii) Attendance at and completion of all required monthly virtual conferences, academic year professional learning institutes and professional development assignments.
    - iv) Attendance at the two one-day fall and spring professional learning institutes.
    - v) Review routine communication from OnRamps course staff in weekly newsletters and respond accordingly to routine requests.
  - c. Run criminal background checks and maintain current records of the high school teacher who is implementing OnRamps.
    - i) Notify OnRamps Associate Director of Strategic Partnerships and Outreach if there is any change in an OnRamps high school teacher's criminal background status.
- C. Ensure OnRamps high school teachers and students have the necessary resources to implement the program with fidelity, including, but not limited to, the following:
  - a. Access to the OnRamps Student Information System (OSIS) and Canvas LMS. Participating schools will work with the OnRamps support team to ensure that the schools and students can fully access the OnRamps curriculum that is managed in the web-based OSIS and Canvas LMS;
  - b. Access to computer and Internet, as specified by UT Austin, to the students. (See Exhibit B for detailed technology requirements.) The District must ensure that students in the OnRamps distance course have daily, scheduled access to lectures and computers that meet the specifications defined by OnRamps. This includes regular in-class and out-of-class, one-to-one (1:1) access to computers and the Internet to view materials and complete and submit assignments, quizzes, tests, and exams;
  - c. Graphing Calculators;
  - d. Audio/Visual projection and/or whiteboard;
  - e. Copy/scanning services to duplicate some course materials and distribute to students in the OnRamps course and upload assignments; and
  - f. For Earth, Wind, and Fire: An Introduction to Geoscience only, required lab materials.
- D. Ensure that OnRamps high school teachers implement the program with fidelity, including the following:
  - a. Administer and facilitate OnRamps-required assignments and assessments without alteration;
  - b. Have students register for UT EID and enroll in OnRamps via the OSIS registration system; No student may enroll in an OnRamps course six weeks after the start of the district's school year, unless approved by OnRamps. OnRamps will consider a student registering after the six-week window if the student needs the course for high school credit only or there is sufficient opportunity for the student to still earn college credit, a request should be made in writing to the Associate Director of Enrollment.
  - c. Use Canvas LMS to assign and grade high school work as specified by OnRamps course staff;

- d. Participate in professional learning, including the summer institute, one-day workshops, monthly video conference calls, Sibme virtual coaching, and on-going opportunities during each semester in which they deliver the OnRamps course. To facilitate teacher participation in the one-day workshops, the District agrees to pay the cost of substitute teachers for the days the teacher will be in attendance at the workshops; and
  - e. Maintain regular communication via email, phone, video web conferencing, etc. with OnRamps course coordinator and other staff regarding success and challenges of implementation, responding in a timely manner to requests for information, including and especially turning in any requested documentation to evaluate student progress or success by specified deadlines.
- E. Ensure students enrolled in an OnRamps program meet the following minimum academic requirements:
- a. Completion of the necessary prerequisite coursework, as follows:
    - i. Project Engage: Thriving in Our Digital World:
      - Credit for Algebra I; and
      - Recommendation of a Computer Science teacher.
      - Preferred: Credit or concurrent enrollment in Algebra II.
    - ii) Research and Writing and Rhetoric of American Identity:
      - Credit for English I;
      - Credit for English II; and
      - Recommendation of an English teacher
    - iii) Discovery PreCalculus: A Creative and Connected Approach:
      - Credit for Algebra I;
      - Credit for Algebra II;
      - Credit for Geometry; and
      - Recommendation of a Math teacher.
    - iv) Statistics:
      - Credit for Algebra I; and
      - Recommendation of a Math teacher.
      - Preferred: Credit for Algebra II
      - Preferred: Credit for Geometry
    - v) Earth, Wind, and Fire: An Introduction to Geoscience:
      - Credit for Biology and Chemistry, or IPC and Chemistry; and
      - Recommendation of a Science teacher.
    - vi) Physics: Mechanics, Heat, and Sound
      - Credit for Algebra I;

- Credit for Geometry;
  - Credit for Algebra 2; and
  - Recommendation of a Science teacher.
  - Recommended: Credit for Trigonometry or PreCalculus.
- vii) Electromagnetism, Optics and Nuclear Physics
- TEKS-based Physics course;
  - Credit for Algebra II;
  - Credit for Geometry; and
  - Recommendation of a Science teacher.
- vii) United States History
- English II (can be concurrently enrolled); and
  - Recommendation of an English teacher.
- viii) College Chemistry
- Credit for High School Chemistry
- ix) Arts and Entertainment Technology
- Recommended: Credit for Introductory Technology
  - Recommended: Credit for Fine Arts
- x) College Algebra
- Credit for Algebra I; and
  - Credit for Geometry
- b. Only students who have demonstrated their ability to successfully complete college-level work may attempt the UT Austin distance course. Eligibility for the distance education course is determined by successful completion of a series of required assignments that are designated and evaluated by the UT Austin Instructor of Record and course staff. A student must earn a passing grade, D- or above, an average of all required assignments, or have met TSI eligibility as defined by The University of Texas at Austin to be eligible for the opportunity to be dual enrolled in a UT Austin distance course. A student who does not meet this eligibility requirement, for certain courses deemed by UT Austin Faculty, may appeal in writing to OnRamps, based on a specified criteria by the Instructor of Record to be eligible for dual enrollment. OnRamps provides specific instructions for students who wish to appeal depending on their course. Discovery Pre-Calculus does not provide an appeal process.
- F. Pay the annual program fee for access to the OnRamps curriculum, materials, technology tools, credit evaluation, and credit issuance.
- a. Cost of Materials and Services:
- i) For Districts joining the OnRamps program on or after the Effective Date, the cost of the OnRamps course materials, technical support and course implementation support, excluding the summer institute and academic year workshops, outlined in this Agreement to the



District, will be defined on a per-student basis. Program costs will be evaluated and adjusted annually. The District annual program fees for each student enrolled in an OnRamps course for the 2018-2019 academic year will be \$295 per student, per course.

Reimbursement Option: Districts will be reimbursed in line with the 85<sup>th</sup> legislature appropriation (HB 1, Article III, 59). During the 2018-2019 school year the fee of \$295 per student enrolled in an OnRamps course will be fully reimbursable.

Under the Reimbursement Option, Districts will be sent an invoice that itemizes the annual OnRamps program fee for each student enrolled. The invoice will highlight a program credit for the fees reimbursable. There will be no exchange of money between UT Austin and the District. Texas Education Agency will directly reimburse UT Austin for the full or partial annual per student cost in line with the 85<sup>th</sup> legislature appropriation (HB 1, Article III, 59).

- b. Timing of payment: The OnRamps annual fee is assessed after the six-week allotted drop window for the course.

- i) Within the first six weeks of the course implementation students may decide to drop out of the OnRamps program. This means that the student is no longer enrolled in the OnRamps program, even for the opportunity to earn high school credit, and is placed in a non-OnRamps course. The OnRamps team will run a census report at the end of the first six weeks and invoice the District based on enrollment at that time. Refunds will not be given at the end of the fall semester if a student is not eligible for the opportunity to earn college credit in the spring semester. The program fee covers access to course materials and technology tools, and credit eligibility evaluation, which occur during the fall semester. Additionally, the student who is not eligible for the opportunity to earn college credit may continue to be enrolled in the OnRamps course during the spring semester for the opportunity to earn high school credit. During the spring semester, the University will continue to deliver the course materials and technology tools.

- c. Cost of Professional Learning

- i) The cost of the OnRamps summer institute and academic year workshops to the District will be defined on a per-teacher basis. Professional development costs are evaluated and adjusted annually. The District annual professional learning fees for each participating teacher for the 2018-2019 academic year will be reimbursed in line with the 85<sup>th</sup> legislature appropriation (HB 1, Article III, 59). During the 2018-2019 school year, the District will be reimbursed for fees per teacher as follows:

- \$1750 for new teachers; and

- \$750 for returning teachers.
- ii) Districts will be sent an invoice that itemizes the annual professional learning fees for each participating teacher. The invoice will highlight a program credit for those fees. There will be no exchange of money between UT Austin and the District. Texas Education Agency will directly reimburse UT Austin for annual professional learning fees in compliance with the 85<sup>th</sup> legislature appropriation (HB 1, Article III, 59).
- iii) The District is responsible for paying for and/or reimbursing all transportation and lodging expenses, to and from Austin for all days of required professional learning institutes held at the University and substitute pay.
- iv) OnRamps strongly recommends the District provide a daily stipend to teachers participating in required professional learning institute days on campus at the University.

## **5. Educational Records and Data Sharing**

- A. The District and OnRamps create, maintain, and manage educational records for students and teachers. In order to effectively implement and administer the program and service for the District and the University, OnRamps at The University of Texas at Austin is required to manage and maintain all educational records created as a result of the OnRamps program according to Federal Rights and Privacy Act as well as University Policy defined in Chapter 9 of the General Catalog of the University, subchapter 9-100 through 9-400.
- B. In order to provide the OnRamps program and related services to the District and for the District's accountability reporting purposes, OnRamps requires specific student information from the District. All such records are provided the same security as those outlined in 5.i. and will never be sold or shared with external sources. Please refer to the Data Sharing agreement (DSA) for terms and agreement of the exchange of data.
  - a. The goal of the DSA is to establish the use, scope, and content of data that OnRamps and the District need to support the program.
- C. Following UT Austin's institutional review board standards and policy, UT Austin's OnRamps program may obtain and maintain additional data and/or feedback about student and teacher experiences with the program for the purpose of understanding outcomes and program improvement.
- D. For legitimate educational interests, OnRamps will facilitate the exchange of information among institutions, OnRamps high school teachers, OnRamps faculty and staff, and District contacts pertaining to: 1) students' progress toward the opportunity to earn college credit; 2) to facilitate early intervention to support student success and; 3) whether college credit is earned, accepted, and/or declined; 4) to facilitate accurate recordkeeping; 5) addressing academic

integrity issues; and 6) for use in UT Austin outreach and recruitment. If the District obtains access to University records or record systems protected under the Family Educational Rights and Privacy Act of 1974 (FERPA), the District agrees to strictly adhere to the provisions of FERPA and its implementing regulations designated in Section 6 hereof.

**6. Confidentiality Provision**

Both parties to this Agreement are required by law to adhere to the confidentiality of student information according to the Family Educational Rights and Privacy Act of 1974 (FERPA) and the implementing regulations found in 34 CFR Part 99. FERPA is specifically referenced in the Texas Public Information Act as an exception to records that are subject to disclosure to the public (Texas Govt. code 552.001 et seq.). While in possession of FERPA records and data, only persons authorized to access the student data of the OnRamps Initiative will be granted access as required by FERPA. All persons authorized to have access to student data understand that under FERPA they can be held individually liable for any and all applicable criminal and civil penalties imposed for breach of confidentiality.

**7. Agreement to Hold Harmless**

To the extent authorized by the Constitution and laws of the State of Texas, each party will save and hold harmless the other party and its officers and employees from all claims, demands, causes of action, and judgments for taxes, license fees, excises, fines, and penalties; for supplies, services, or merchandise purchased by the other party; for wages and fringe benefits of the other party's employees; and for injury or death of any person or damage to property that results directly or indirectly from the negligent acts or omissions of the other party or its officers, agents, employees or students in the performance of this Agreement.

**8. Term of the Agreement**

This Agreement is effective as of the date fully executed by both parties (Effective Date), and it covers a period of one (1) academic year, beginning July 1, 2018, and ending June 30, 2019. All parties must sign this Agreement. This Agreement may be renewed, contingent upon resources being available to the OnRamps Program, by entering into a written agreement which is signed by both parties. The District agrees that all amounts owed to the University pursuant to Section 4.2F will be paid upon notice of termination.

**9. Ownership of Intellectual Property**

The University and the OnRamps program shall own all Intellectual Property Rights in or relating to OnRamps. Intellectual Property Rights means any rights or titles to inventions,

discoveries, concepts, methods, processes, data, trade secrets, branding, trademarks, copyrights, computer programs and related documentation, works of authorship fixed in a medium of expression, or mask works, whether or not patentable, copyrightable, eligible for registration as a trademark, or subject to mask work rights or other similar statutory rights, as well as applications for any such rights.

**10. Independent Contractor**

For all purposes, including but not limited to the federal, state and local laws, rules and regulations, each party hereto, including its employees, shall be at all times an independent contractor relative to the other party. Nothing in this agreement shall be construed to make or render either way, including any of its officers, agents or employees, an agent, servant or employee of, or a joint venture of or with the other.

**11. Breach of Contract Claims**

To the extent that Chapter 2260, Texas Government Code, is applicable to this Agreement and is not preempted by other applicable law, the dispute resolution process provided for in Chapter 2260 and the related rules adopted by the Texas Attorney General pursuant to Chapter 2260, will be used to attempt to resolve any claim for breach of contract that cannot be resolved in the ordinary course of business. The parties specifically agree that (i) neither the execution of this Agreement by University nor any other conduct, action, or inaction of any representative of University relating to this Agreement, constitutes, or is intended to constitute, a waiver of University's or the state's sovereign immunity to suit; and (ii) University has not waived its right to seek redress in the courts.

**12. Termination**

In the event of a material failure by a Contracting Party to perform its duties and obligations in accordance with the terms of this Agreement, the other party may terminate this Agreement upon thirty (30) days' advance written notice of termination setting forth the nature of the material failure; provided that, the material failure is through no fault of the terminating party. The termination will not be effective if the material failure is fully cured prior to the end of the 30-day period.

The University may terminate this Agreement without cause upon thirty (30) days' advance written notice of termination to the District and will refund to the District any portion of the annual contribution that has not been expended towards fulfillment of the purposes of the Agreement

**13. Venue; Governing Law**

Webb County, Texas, will be the proper place of venue for suit on or in respect of the Agreement. The Agreement and all of the rights and obligations of the parties hereto, and

all of the terms and conditions hereof will be construed, interpreted, and applied in accordance with, and governed by, and enforced under the laws of the State of Texas.

**14. Indemnification**

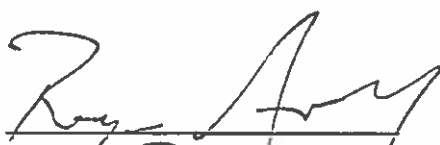
To the extent provided by the Constitution and the laws of the State of Texas, the District will indemnify and hold harmless the University and its officers and employees from all claims, demands, causes of action, and judgments for taxes, license fees, excises, fines, and penalties; for supplies, services, or merchandise purchased by the District; for wages and fringe benefits of the District's students and employees; and for injury or death of any person or damage to property that results directly or indirectly from the negligent or intentional acts or omissions of the District or its officers, agents, or employees in the performance of this Agreement.

The representative of the District, in signing this Agreement, warrants that he or she signs as a properly authorized representative of the District and does not assume any personal liability for meeting the terms of this Agreement.

AGREED and ACCEPTED this \_\_\_\_\_ day of \_\_\_\_\_, 2018.

Manor ISD

The University of Texas at Austin

By:   
Name: Dr. Boyce Avery  
Title: Superintendent  
Date: 11-12-2018

By: \_\_\_\_\_  
Name: Linda Shaunessy  
Title: Business Contracts Administrator  
Date: \_\_\_\_\_

**Exhibit A****OnRamps Courses**

<b>OnRamps Course Title</b>	<b>UT Course Number</b>	<b>Core code</b>
Reading and Writing the Rhetoric of American Identity	RHE 309K	*
Introduction to Rhetoric: Reading, and Research	RHE 306K	010
Discovery Pre-Calculus	Math 305G	020
Statistics	SDS 302	020
Thriving in Our Digital World	CS 302	093
Earth, Wind, and Fire: Introduction to Geoscience	GEO 302E	030
Mechanics, Heat, and Sound	PHY 302K	030
Electricity and Magnetism	PHY 302L	030
US History 1492-1865	HIS 315K	060
US History Since 1865	HIS 315L	060
College Chemistry	CH 301	030
Arts and Entertainment Technology	AET 304	050
College Algebra*	M 301	*

\*This course is not listed as part of the core curriculum at UT Austin, but may apply to the students' core curriculum requirement for writing at UT Austin (010). UT Austin has determined TCCN is 1302 and applies to the (010) requirements at most public institutions in the state of Texas, M301.

With the exception of Rhetoric 309K and Math 301, all OnRamps courses are part of the Texas Core Curriculum at UT Austin and are guaranteed to transfer to any state public higher education institution in Texas. Rhetoric 309K has been designated by UT Austin with a TCCN equivalency of 1302 and College Algebra M301 has been designated by UT Austin with TCCN equivalency of 1314, which applies toward the core curriculum at most public institutions in Texas, including UT Austin. The OnRamps' courses are:

- 1) Project Engage: Thriving in Our Digital World (Computer Science), UT Austin course equivalent: CS 302 Computer Fluency;
- 2) Research and Writing (ELA), Texas Common Course Number (TCCN): English 1301, UT Austin course equivalent: Research and Writing 306K;



- 3) Reading and Writing the Rhetoric of American Identity (ELA), Texas Common Course Number (TCCN): English 1302, UT Austin course equivalent: Rhetoric 309K Topics in Writing;
- 4) Discovery PreCalculus: A Creative and Connected Approach (PreCalculus), TCCN: Mathematics 2312, UT Austin course equivalent: M 305G Preparation for Calculus;
- 5) Statistics, UT Austin course equivalent: SDS 302 Data Analysis for the Health Sciences;
- 6) Earth, Wind, and Fire: An Introduction to Geoscience, (GEO) UT Austin course equivalent: GEO 302E, Earth, Wind, and Fire; and
- 7) Physics: Mechanics, Heat, and Sound (PHYS), Texas Common Course Number (TCCN): PHYS 1301, UT Austin course equivalent: Physics 302K General Physics.
- 8) Physics: Electromagnetism, Optics, and Nuclear Physics (PHYS), Texas Common Course Number (TCCN): PHYS 1302, UT Austin course equivalent: Physics 302L; and
- 9) United States History 1492-1865 (HIS) Texas Common Course Number (TCCN): HIS 1301, UT Austin course equivalent: History 315K;
- 10) United States History Since 1865 (HIS) Texas Common Course Number (TCCN): HIS 1302, UT Austin course equivalent: History 315L;
- 11) Foundations of Arts and Entertainment Technologies (AET), UT Austin course equivalent: AET 304;
- 12) Principles of Chemistry I (CHM), UT Austin course equivalent: CH 301 and CH 104M; and
- 13) College Algebra TCCN: Mathematics 1314, UT Austin course equivalent: M301.

## **Exhibit B**

### **Onramps Technical Requirements**

#### **Hardware**

Students must have one-to-one access to an internet-connected computer or tablet\* during out-of-class time in order to complete assignments. This access can be on campus, such as a lab or in the library, or off campus. OnRamps will provide a checklist to ensure compatibility.

\*The OnRamps Statistics course requires use of a web browser on a desktop or laptop operating system to access R-Studio (free statistical analysis software). See below for a list of compatible browsers. R-Studio is incompatible with tablet and phone device browsers.

\*The OnRamps Computer Science course, Project Engage: Thriving in Our Digital World, requires use of Scratch and Processing (free programming environments), which also requires desktop or laptop operating systems. It is incompatible with tablet and phone device browsers.

\*The OnRamps ELA course, Rhetoric: Research and Writing and Rhetoric of American Identity, requires use of word to generate college essays. Therefore, students having access to a desktop, laptop, or keyboard is ideal.

Since the courses contain audio/video components, devices should have audio capabilities or the option to be connected to speakers or headphones.

#### **Browsers**

One of the following browsers is required to access the Canvas learning management system and tools associated with the OnRamps courses.

- 1) Internet Explorer 10 or 11
- 2) Chrome 36 or 37
- 3) Safari 6 or 7
- 4) Firefox 31 or 32 (Extended Releases are not supported)
- 5) Flash 14 and 15 (for recording or viewing audio/video and uploading files)
- 6) Respondus Lockdown Browser (supporting the latest system requirements)

\*See above for exceptions regarding mobile versus desktop browsers.

## **Software and Email Addresses**

OnRamps courses are built in the learning management system ("LMS") Canvas LMS. Canvas LMS must be used as the LMS for this course. All course resources, materials, and tools are housed in the Canvas LMS, including the grade book.

Students must have an email address to register for an account in Canvas LMS. Students should use their formal school email address to register in Canvas LMS. Personal email accounts should only be used if the school/district does not provide students with email addresses.

## **Plugins**

- 1) Flash Player 10, 11, or 12 is required for audio/video recording and file uploading within Canvas LMS.
- 2) The Java plugin is required to use the screen sharing functionality within Canvas LMS Conferences.

## **Internet Access**

A high-speed Internet connection is required. School networks must be configured to allow access to the following domains:

- [utexas.edu](http://utexas.edu)
- [instructure.com](http://instructure.com)
- [youtube.com](http://youtube.com) (teacher access required)
- [vimeo.com](http://vimeo.com) (student and teacher access required)
- [amazonaws.com](http://amazonaws.com)
- [www.learningcatalytics.com](http://www.learningcatalytics.com)

## **Onramps Course-Specific Technical Requirements**

### **Project Engage: Thriving in Our Digital World**

Requires access to:

Scratch.mat.edu –operates in the browser

Processing.org –needs to be downloaded and installed

### **Reading and Writing the Rhetoric of American Identity**

Require one-on-one access each class period. Prefer laptop or PC over tablets.

### **Discovery PreCalculus: A Creative and Connected Approach**

Quest Homework Service (free) is available through Canvas.

### **Statistics**

RStudio (free statistical software) is available through Canvas LMS, but is **incompatible** with tablets.

### **Earth, Wind, and Fire: An Introduction to Geoscience**

No requirements in addition to the general requirements.

### **Physics**

Flash for PHET simulations is preferred.

**DATA SHARING AGREEMENT  
BY AND BETWEEN  
INDEPENDENT SCHOOL DISTRICT  
AND  
OFFICE OF STRATEGY & POLICY  
AT THE UNIVERSITY OF TEXAS AT AUSTIN**

The Independent School District ("ISD") agrees to provide individual student level data to the Office of Strategy & Policy at the University of Texas at Austin ("Office of Strategy & Policy") for the purpose of implementing, billing, and evaluating the OnRamps dual enrollment program. ISD hereby appoints The University of Texas at Austin as a legitimate educational official of ISD in accordance with the Family Educational Rights and Privacy Act (FERPA). Likewise, The University of Texas at Austin hereby appoints ISD as a legitimate educational official of the University of Austin in accordance with FERPA. The Office of Strategy & Policy agrees to provide individual student level data to the ISD for the purpose of evaluation, accountability, and student record-keeping. The terms of this agreement are in effect until August 31, 2020 unless terminated in writing by one or both parties.

ISD Designee for Student Data will provide data for all OnRamps program participants for the academic years an executed agreement is in place as follows in sections I-V.

**I. Program Implementation Data**

**OnRamps will Provide:**

**A. OnRamps course information:**

1. Campus Unique ID
2. Campus Name
3. Teacher Name (ISD Teacher)
4. School Year Of Implementation
5. OnRamps Course Title
6. UT section #
7. Student Name
8. Student Date of Birth

**ISD will Provide:**

ISD will crosswalk the OnRamps courses to the ISD courses and pull all students registered in the ISD/OnRamps courses and return the following to OnRamps for the above date range:

**B. Student Cohort and Demographics**

1. ISD Student ID
2. Student first name
3. Student last name

4. Campus Unique ID
5. Campus Name
6. Teacher Name
7. School Year Of Implementation
8. OnRamps Course Title

**C. Students' OnRamps ISD Course Grades and Academic Qualifiers:**

1. ISD Student ID
2. Student's HS Grade in the OnRamps course/s, 1<sup>st</sup> semester final grade
3. Student's HS Grades in the OnRamps course/s, 2<sup>nd</sup> semester final grade
4. Student's HS Grades in the OnRamps course/s, Final grade
5. TSI met standard indicator (0=no or 1=yes)
6. Math ready qualifier (Note: MReady: T=TSI, S=SAT, A=ACT, E=EOC,)
7. Reading ready qualifier (Note: RReady: T=TSI, S=SAT, A=ACT, E=EOC)

**D. Students' Attendance:**

1. ISD Student ID
2. Period (by Semester) – During which they attended OnRamps class
3. Days enrolled (total school year)
4. Days absent (total school year)

**II. OnRamps Will Provide Supplemental Data to ISD for Accountability Reporting.**

Separately, Texas OnRamps will provide ISD with a supplemental data file for accountability reporting with the following data:

**A. Supplemental OnRamps data**

1. ISD Student Number
2. Campus Number
3. Teacher Name
4. OnRamps Course Title
5. College Eligibility (i.e., eligibility to continue in the course for the opportunity to earn college credit) grade percentage
6. College Eligibility type (i.e., TSI, UT college grade, appeal, ineligible)
7. Credit type (i.e., Pass/Fail, letter grade), if applicable
8. Final college grade percentage, if applicable
9. Final Credit Status (ie, earned, did not earn, ineligible); and
10. Final Credit Decision: (ie, accept, decline, ineligible)

All files will be exchanged using secure systems and in an encrypted, password protected electronic format by ISD and OnRamps.

Office of Strategy & Policy assures that in all reports, electronic or otherwise, derived from information made available under this agreement, all data shall be aggregated in such a way that no individual will be identified directly or by deduction. Office of Strategy & Policy

further assures that the data elements will not be released to a third party without written parental consent.

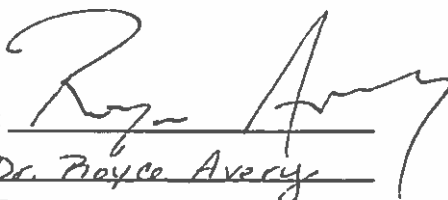
Any unauthorized disclosure of confidential student information is a violation of the Family Educational Rights and Privacy Act of 1974 (FERPA) and the implementing regulations found in 34 CFR Part 99 and shall not be permitted to occur.

While in possession of these data, both parties shall permit access only to employees and contractors authorized to assist in the implementation or evaluation of the OnRamps program to have access to the data. Both parties agree to store the data in an encrypted format in a secure and locked area and to prevent unauthorized access.

All persons authorized to have access to the data have certified their understanding that they may be held individually liable for any and all criminal and civil penalties imposed for breach of confidentiality ("Access to Confidential Data").

\_\_\_\_\_  
Linda Shaunessy, JD  
Business Contracts Administrator  
Business Contracts  
University of Texas at Austin

Date: \_\_\_\_\_

Signature:   
Name: Dr. Royce Avery  
Title: Superintendent  
ISD: Manor, TX

Date: 11-12-2018





**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
AUSTIN COMMUNITY COLLEGE DISTRICT AND  
MANOR INDEPENDENT SCHOOL DISTRICT  
(September 1, 2017 – August 31, 2020)**

The institutions named above (hereinafter "College" or "ACC" and "ISD") enter into the following agreement for the implementation of an Early College High School, as designated by the Texas Education Agency under the authority of the Texas Education Code 29.908(b) and Texas Administrative Code 102.1091.

The purpose of this agreement is to provide an opportunity for students, especially those who are low-income, first generation college goers, statistically underrepresented in higher education, and who face challenges that prohibit a smooth transition into postsecondary education, to earn a high school diploma and up to 60 hours of college credit and/or an Associate's Degree upon graduation from high school.

The Parties to this MOU desire to collaborate in the operation of an Early College High School (ECHS) program to prepare students for successful college and career transitions through the integration of high school, college, and career services with a commitment to collaboration in planning, implementation, and continuous improvement.

The services provided by this partnership are pursuant to the authorities of:

- (a) Texas Education Code 29.908(b) allows for the creation of Early College Educational Programs through an articulation agreement between Independent School Districts and Institutions of Higher Education for the purpose of providing high school students the opportunity to earn up to 60 hours of college credit and/or an Associate's Degree; and
- (b) Texas Administrative Code 102.1091 allows for the implementation of Early College Educational Programs as Early College High Schools, through an application process that includes approval and oversight by the Texas Education Agency (TEA);
- (c) Having been approved by the TEA to create an ECHS partnership, the Parties enter into this articulation agreement.



## EARLY COLLEGE HIGH SCHOOL PROGRAMS

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By this Agreement it is mutually understood and agreed by the Parties as follows:

**1) Term**

The term of this Agreement shall be three (3) years from September 1, 2017 through August 31, 2020, including an annual review. This Agreement may be extended for additional terms of one (1) or more years upon the mutual consent of the Parties, as evidenced by a written extension agreement entered into no later than August 31st. Either Party may initiate a review process of this Agreement to renegotiate any of the provisions.

**2) Termination Provisions**

Either Party may terminate this Agreement prior to the expiration of the term hereof for good cause. Further, the Parties may terminate this MOU by mutual agreement, reflected in a written document signed by each Party. Any termination shall include provisions for allowing ECHS student cohorts enrolled at the time of such termination to complete their college courses of study through the date of their expected high school graduation.

**3) Payment**

ISD shall pay for any tuition, fees, or cost of textbooks not waived by ACC. ACC shall invoice ISD each semester for services provided, as agreed upon. Payment for any invoiced amount is due within 30 days of invoice date. Delinquent payments may result in ECHS cohort students being un-enrolled from college courses.

**4) Joint Responsibilities**

ACC and ISD will collaborate in the planning, implementation, and evaluation of ECHS programs, processes and services through a joint Steering Committee and specialized work groups as needed. The Steering Committee will convene monthly during the first year for new early college high schools. Steering Committee meetings will convene on an agreed upon schedule for continuing schools progressing through the TEA ECHS blueprint for designated schools. Steering Committees will be comprised of college, district, and high school campus leadership staff who will collaborate to further the goals of the ECHS partnership.

**5) Student Application and Acceptance**

- Application and recruiting for completion of the Associate's Degree will be for 9th and 10th grade students only. Admitted students who do not demonstrate college readiness by the end of 10<sup>th</sup> grade will be removed from the ECHS program and served through ACC's dual credit options outside of the ECHS program.
- If the number of applicants exceeds program capacity, a blind lottery will be used to determine which students are accepted into the program. Students not accepted into the program will be placed on a waiting list. If an accepted student moves outside of the district or chooses not to enter the program before the semester, the next student on the waiting list will be offered entry into the program.

**6) Data Sharing**

- The ISD will provide the following student information for each student enrolled in the early college high school program:
  - student name (First, Middle, Last)
  - ISD identification number
  - date of birth
  - grade level
  - high school endorsement area
  - mailing address
  - high school email address
  - SAT/ACT/PSAT/TSI test scores
  - End of Course (EOC) exam scores
  - High school credits attempted and pass rates
  - High school Grade Point Average (GPA)
  - Students' TSI readiness by grade level

The above information will be provided electronically in a template provided by ACC and will be provided in a timely manner as agreed upon by both parties.

- Additionally, ISD and ACC will provide each other with ECHS faculty qualifications.
- Upon receipt of the student information, ACC may use the student mailing information to send information pertaining to ACC enrollment to the families of early college high school students. ACC may use the student test scores and endorsement areas to determine student enrollment eligibility for specialized ACC programs and to provide students with additional college admissions testing opportunities. The ISD early college high school student information may be used by ACC for student enrollment purposes.
- ACC will provide the following information to ISD following its initial entry into the program: postsecondary transition rates from ISD students to Texas institutions of higher education (taken from Texas Higher Education Coordinating Board [THECB] data); benchmark data from the prior year to show ISD student enrollment at ACC.
- ACC will provide the following annual reports to the ISD superintendent of schools and early college high school principal(s): Fall, Spring, and Summer ACC dual credit enrollments by high school; Fall, Spring, and Summer ACC dual credit student success outcomes by high school; and College and High School Relation high school program participation rates by activity.
- ACC will provide, upon written request from an appropriate school district official, information on ACC articulated credit attainment and college major selections by individual students. This information is designed to assist school personnel in educational programming, and is protected under FERPA and may not be published.



## EARLY COLLEGE HIGH SCHOOL PROGRAMS

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- ACC will work with ISD to develop and use an early alert system to identify students at-risk of not completing college coursework to provide effective interventions.
- ACC and ISD will implement improvement efforts, as needed, based upon mutual review of the following data:
  - Articulation of high school students in four-year colleges/universities and level of entry;
  - Enrollment/retention rates, leaver codes, and attrition rates, by grade level; and
  - Student participation in activities at ACC.
- Any unauthorized disclosure of confidential student information is a violation of the Family Educational Rights and Privacy Act of 1974 (FERPA) and the implementing regulations found in 34 CFR Part 99 and shall not be permitted to occur. While in possession of this data, the ISD and ACC shall permit only those employees authorized to have access to the data. Both parties agree to store the data in a secure area and to prevent unauthorized access.
- This Data Sharing Agreement covers only the essential elements of a cooperative relationship; unexpected events may arise that require mutual understanding, communication, and trust.

### **7) Independent School District Responsibilities:**

#### **A. Program Management.**

- ISD will operate the following ECHS program(s) at the following ACC campuses (Campus location subject to change based on course availability):
  - Manor High School (School within a School Model) –ACC Elgin Campus



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- ISD will provide a principal or director who is assigned 100% to the ECHS and has scheduling and budget authority.
- ISD will provide an Early College High School Coordinator to oversee the administration of the program.
- ISD will administer the high school program to include the responsibility for college-readiness and high school graduation.
- ISD may provide SACSCOC-Qualified, High School Certified Faculty (SQHSCF). Additionally, ISD will ensure that there are sufficient school-district staff resources, student records support, and scheduling support necessary to deliver the agreed-upon course sections required in the ECHS program. ISD will invite ACC department representatives to participate in the hiring process for any SQHSCF the district is considering hiring to teach in an ECHS program.
- ISD will provide support to ACC faculty, as well as SQHSCF, to assist with successful program implementation. Specific aspects of the support provided will be determined in joint meetings held subsequent to the execution of this MOU. Regular meetings with ACC staff and district/campus staff will be held to ensure successful program implementation.
- ISD will provide office space and services (e.g., security, custodial, building access, mail, etc.) as needed for the ECHS program. The initial requirements for office space and support services will be determined in meetings held subsequent to the execution of this MOU. ACC will make specific requests for additional office space and support services prior to the beginning of each semester.
- ISD will coordinate with ACC staff to share information and coordinate policies regarding grading periods, courses of study, curriculum alignment, instructional calendar, scheduling of classes, student enrollment, attendance, and textbooks.

### **B. Curriculum, Instruction and Professional Development**

- ISD will ensure the vertical alignment of college readiness skills and a college going culture for students feeding into ECHS and students currently enrolled in the ECHS.
- ISD will participate in planning to ensure that the necessary dual credit classes are scheduled in a timely manner to facilitate the goals of the ECHS.



## **EARLY COLLEGE HIGH SCHOOL PROGRAMS**

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- ISD will assist with campus orientation and information to ACC faculty who are not part of the high school faculty, and will provide information about the standards of conduct for school district faculty and any rule and regulations unique to the high school environment. ISD staff will assist ACC ECHS program staff and ACC faculty with communication and problem solving.
- ISD will provide release time as necessary for SQHSCF to attend college orientation sessions and to participate in college staff development activities as necessary to maintain good standing in the ACC academic department.
- If ISD, uses a specific college preparatory program such as AVID college program, ISD will provide program training for all ECHS staff.

### **C. College and Career Activities**

ISD will provide support as needed for college-related activities necessary to implement the ECHS, including activities scheduled during the school day.

### **D. Teaching Eligibility/Staffing**

- ISD will facilitate the identification of SQHSCF and their participation in the ACC faculty hiring process.
- ISD administration will facilitate adherence to requirements imposed by ACC academic departments to ensure the rigor of coursework and college level standards among SQHSCF

### **E. College Counseling, Guidance, and Student Services**

- ISD's Guidance and Counseling Department will facilitate enrollment of students into the ECHS and in meeting all requirements to take ACC courses.
- ISD will facilitate the provision of college student support services, including electronic resources delivered via technology, for students enrolled in college courses.
- ISD will coordinate with ACC ECHS program staff, ACC faculty, and ACC staff in Student Accessibility Services (SAS) to accommodate students with disabilities enrolled in college courses, in accordance with the Americans with Disabilities Act and § 504. A high school student's Individualized Education Program developed under IDEA may not substitute for a college SAS review to establish required accommodations. ISD will provide all readers, scribes, interpreters, equipment, and other resources needed to deliver required accommodations for students in college courses located at the high school campus.



## EARLY COLLEGE HIGH SCHOOL PROGRAMS

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- ISD ECHS campus staff shall visit all district middle schools and meet with all 8th graders to encourage them to enroll in the Early College High School Program.
- ISD will encourage participation in the Early College High School Program through distribution of promotional materials to middle schools, information sessions for parents, information to middle school principals and counselors, development of a marketing plan, and participation in middle school and high school fairs.
- ISD will purchase college textbooks and other required college instructional materials for participating ECHS students and will assist with the coordination for the receiving, inventory, and distribution of college textbooks for participating ECHS students. For the purposes of this agreement, ISD is allowed to buy books from the ACC bookstore whenever it is more expedient and efficient.
- ISD will purchase all necessary "blue books," scantrons, or other testing materials for participating ECHS students.
- ISD will coordinate Texas Success Initiative (TSI) testing for prospective and current ECHS students following college testing guidelines.
- ISD will ensure ECHS students receive grades within three school business days of the closure of the semester.
- ISD and ACC will review academic calendars and identify conflicting dates (holidays, exams, and national testing dates). ISD will ensure ECHS students satisfy their college attendance requirements regardless of conflicts.
- ISD will ensure open enrollment into the ECHS program through the 10<sup>th</sup> grade year. Prospective students who do not meet TSI requirements will be provided specific coursework to learn the skills necessary to successfully complete the TSI test.
- ISD will ensure that counselors hold at least two intervention meetings with ECHS students who are in danger of being dropped from the program.
- ISD and ACC will create a process for communicating faculty initiated withdrawals. ISD shall develop a plan to transition ECHS student into a high school credit recovery or other applicable program.
- ISD will work with ACC to develop and implement an early alert system to identify ECHS students at-risk of not completing college coursework and to provide effective interventions to support those students.





## EARLY COLLEGE HIGH SCHOOL PROGRAMS

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- ISD will provide college advisement to ECHS students each semester.
- ISD shall ensure that its Student Code of Conduct and Student Handbook requires students enrolled in the ECHS Program to adhere to all ACC enrollment, attendance, and conduct policies as specified in the ACC Student Rights and Responsibilities Handbook.

### **F. Finances and Transportation**

- All ACC classes for the ECHS program will be taught on an ACC campus, except for the EDUC 1300 course taught on the students' home campus by a SQHSCF. ISD will provide transportation for ECHS students to and from the ACC campus for college credit classes for all semesters where students are enrolled.
- ISD will provide transportation for students to ACC campuses as necessary to support the goals of the ECHS, including a minimum of six visits per year to the college campus for ECHS students not yet taking courses on an ACC campus. These visits will allow students to participate in testing, advising, career exploration, and other possible activities to prepare them for success in the ECHS.
- ISD will reimburse the college at a flat rate of \$2,000 per section for courses taught by ACC faculty in which ECHS students are registered by cohort.
- ISD will reimburse the college at a rate of \$100 in-taxing district/\$150 out- of-taxing district per student enrolled in regular college credit course.
- ISD will pay for all salary and benefits for SQHSCF who are ISD employees assigned to teach ECHS courses.



## EARLY COLLEGE HIGH SCHOOL PROGRAMS

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### 8) Austin Community College (ACC) Responsibilities:

#### A. Program Management

- ACC is responsible for guiding and supporting the operation of the Early College High Schools under the direction of the ACC Executive Director of College and High Schools Relations.
- ACC will be responsible for delivery of college services and will provide support and assistance to the ISD Early College High School Program, including reporting information designed to improve ECHS student retention and completion rates.
- ACC will be responsible for all ECHS dual-credit courses working with the ISD ECHS Principal/Director or designee and ACC staff as necessary to deliver the agreed-upon ECHS program.
- ACC will provide support to ACC faculty, as well as SQHSCF, to ensure successful program implementation. Regular meetings between ACC staff and appropriate ISD staff will be held to ensure successful program implementation.
- ACC will coordinate with ISD to share information and coordinate policies regarding grading periods, courses of study, curriculum alignment, instructional calendar, scheduling of classes, student enrollment and attendance.
- ACC shall operate the ECHS program for ISD at an ACC campus to be mutually agreed upon.
- ACC will ensure use of the same textbook, to the extent possible, for the same course taught within a two year cycle starting in Fall 2017.

#### B. Curriculum, Instruction and Professional Development

- ACC will ensure that dual credit courses are delivered as necessary to meet the goals of the ECHS. Where necessary and agreed upon, ACC will create, to the extent possible, additional ACC class sections to facilitate the goals of the ECHS. Requests by ISD for additional class sections must comply with the timelines required by ACC for enrollment and staffing.
- ACC staff will assist high school campus staff and ACC faculty with communication and problem solving.



## EARLY COLLEGE HIGH SCHOOL PROGRAMS

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- ACC and ISD will facilitate SQHSCF participation in ACC orientation activities, ACC professional development and required evaluation activities, and college and student success initiatives.
- ACC will ensure that the ACC course load of SQHSCF or other faculty is adjusted as needed to deliver instruction necessary to accomplish the goals of the ECHS.
- ACC will create a program to incentivize faculty to work with the dual credit program, including partnering with ECHS teachers.
- ACC will work with ISD to develop a process for students to receive official numerical grades for courses completed to assist with the high school ranking system.

### **C. College and Career Activities**

ACC will provide ACC institutional support for college-related activities needed to implement the ECHS, including necessary facilities for all courses for ECHS students taught on an ACC campus.

### **D. Teaching Eligibility/Staffing**

- ACC will assist prospective ACC faculty candidates employed by ISD with information regarding the faculty hiring process, and will serve as a liaison when necessary between the ACC academic department and the candidate.
- ACC will work with ACC academic departments to encourage the hiring of SQHSCF who meet department standards for adjunct faculty.

### **E. College Counseling, Guidance, and Student Services**

- ACC will act as a resource for ISD's Guidance and Counseling Department to facilitate the college enrollment process for ECHS students.
- ACC will ensure open enrollment, provided students seeking enrollment in the ECHS have passed TSI within the required timelines and deadlines to register and enroll in ACC courses.
- ACC will facilitate the provision of student support services, including electronic resources delivered via technology, for students enrolled in college courses.
- ACC Student Accessibility Services (SAS) will coordinate with ISD to accommodate students with disabilities enrolled in college courses, in accordance with the Americans with Disabilities Act and § 504.



## EARLY COLLEGE HIGH SCHOOL PROGRAMS

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- ACC will assist in providing ISD counselors with ECHS information for parents and students.
- ACC ECHS staff will collaborate with relevant ACC Departments to provide promotional and informational materials about ACC programs to ISD counseling staff, including posting materials at the ACC campuses to promote the ISD and ACC partnership and including materials at all ACC campuses where the ECHS Programs are housed.
- ACC will participate in ISD events, as appropriate, to promote the ECHS Program.
- ACC will assist with the coordination for the provision of textbooks to ECHS students.
- ACC will collaborate with campus staff and provide support for TSI testing as agreed upon for ECHS students.
- ACC will require all ECHS students to complete a midterm student self-report.
- ACC will ensure all ECHS students are given midterm grades.
- ACC will ensure final grades for ECHS students are submitted no later than the Wednesday after the semester closes.
- ACC will partner with ISD to create a process for communicating faculty initiated withdrawals.
- ACC will provide ISD with student data to assist counselors in monitoring and guiding students' academic process at least once per semester.
- ACC will provide ECHS students with access to all ACC facilities, including libraries, study rooms, learning labs, etc.
- ACC will develop new student orientation for ECHS students to review campus policies.

### F. Finances

- ACC will charge ISD the amount of \$100 per course taken for students participating in the ECHS Program who reside within ACC's taxing district, and \$150 per course taken for students who reside outside ACC's taxing district
- ACC will provide each ISD employee teaching a dual credit course in the ECHS Program a stipend of \$500 per section, for required professional development
- ACC waives all lab item costs for ECHS students.



## EARLY COLLEGE HIGH SCHOOL PROGRAMS

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### **10. Miscellaneous**

- This Memorandum of Understanding is not intended to confer any right upon any private person, nor does itself authorize expenditure or reimbursement of any funds by either Party.
- Nothing in the Memorandum of Understanding shall be interpreted as limiting, superseding, or otherwise affecting either Party's normal operations or decisions in carrying out its statutory or regulatory duties. This Memorandum of Understanding does not limit or restrict ISD or ACC from participating in similar activities or agreements with other entities.
- Nothing in this Agreement may be construed as creating any new personal liability on the part of any officer, director, employee or agent of ACC or ISD. To the extent legally responsible for acts of negligence, each Party shall be responsible for its own acts of negligence.
- These provisions are solely for the benefit of the parties hereto and not for the benefit of any person or entity not a party to this Agreement.
- No provision contained herein shall be deemed a waiver of any defenses available by law, including, but not limited to, governmental immunity or individual qualified immunity.
- Any notice required to be given under the provisions of this Agreement, shall be in writing and shall be duly served when it shall be hand-delivered to the addressees set out below, or shall have been deposited, duly registered or certified, return receipt requested, in a United States



## EARLY COLLEGE HIGH SCHOOL PROGRAMS

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Post Office addressed to the other party at the following addresses:

To:

Austin Community College  
Attn: Richard Rhodes, Ph. D.  
President / Chief Executive Officer  
5930 Middle Fiskville Road  
Austin, Texas 78752

To:

Manor Independent School District  
Attn: Royce Avery, Ed.D.  
Superintendent of Schools  
10335 US HWY 290 E  
Manor, Texas 78653

- The headings of sections contained in this Agreement are for convenience only, and they shall not, expressly or by implication, limit, define, extend, or construe the terms or provisions of the sections of this Agreement.
- This Agreement shall constitute the complete understanding of ACC and ISD, and may not be modified in any manner without the express written consent of both Parties. This Agreement supersedes any other representations, agreements, arrangements, negotiations, or understanding, oral or written, between the Parties.
- By signing the Agreement, both Parties affirm that there is no personal or financial conflict of interest between its employees and contractors or their families and the institution.
- This Agreement shall be interpreted according to the laws of the State of Texas. Venue for any legal action or proceeding related to this Agreement shall be a court of appropriate jurisdiction in Travis County, Texas.
- In the event that any one or more of the provisions contained in this Agreement shall for any reason be held invalid, illegal, or unenforceable in any respect, this Agreement shall be modified to otherwise effectuate the original intentions of the Parties. This may include striking the invalid, illegal, or unenforceable provision as if they had never been contained in this Agreement, or modifying the invalid, illegal or unenforceable provisions to make them compliant without modifying the original purpose of the Parties.
- This Agreement is executed in counterparts, each of which shall have the full force and effect of an original Agreement, and each of which shall constitute but one and the same instrument.
- Each person signing below covenants and warrants that he/she has authority to enter into this Agreement on behalf of their organization.



## EARLY COLLEGE HIGH SCHOOL PROGRAMS

This Agreement shall be binding on and inure to the benefit of the parties to this Agreement and their respective heirs, executors, administrators, legal representatives, successors and assigns as permitted by this Agreement. ACC and ISD have executed and delivered this Agreement to be effective as of the Effective Date of September 1, 2017.

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Royce Avery, Ed.D., Superintendent of Schools  
Manor Independent School District

Date

A handwritten signature of Richard M. Rhodes in black ink.

Richard M. Rhodes, Ph.D., President / CEO  
Austin Community College District

4/17/17  
Date